

PPD 417: HISTORY OF PLANNING AND DEVELOPMENT

4 units, Fall 2015

Monday and Wednesday, 12:00-1:50 PM

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Lecturer

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PURPOSE AND OBJECTIVES

While humans have been planning cities since the beginning of the urban era, only recently has a distinct profession of (city and) urban planning emerged and a fuller understanding of the role of real estate development become apparent. This course provides an overview of urban history, focusing on the interaction of urban planning and real estate development.

The course's learning objectives are:

- (1) Impart the ability to situate one's chosen profession in historical context
- (2) Develop one's ability to use scholarly and primary materials
- (3) Relate the social processes of planning and development to the physical form of human settlements
- (4) Refine one's ability to write and verbally articulate opinions in class.

While I will lecture regularly, the class is constructed around the readings. I will leave time in almost every session for us to discuss and analyze assigned readings. The written assignments require you to delve into the history of the professions through a research paper as well as to work with colleagues to analyze and articulate a community's history.

Any course covering such a range of information is by definition a series of choices. This class is structured to allow you to delve into topics of interest to you while examining some fundamental concerns everyone should know. I will regularly assess progress and solicit student feedback regarding the course. If necessary the syllabus will be revised to make it more suitable.

REQUIRED TEXTS AND READINGS (all readings are required)

- Greg Hise (1999) *Magnetic Los Angeles: Planning for the 20th Century Metropolis*
([buy or rent from Amazon](#))
- All other course readings are on Blackboard

If you have trouble accessing these readings, you need to tell us immediately since a failure to access them is not a reason for not reading them. You are responsible for completing the readings by the assigned date, and we will be discussing them in class.

INTEGRITY

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus*, [B.11.00 Behavior Violating University Standards and Appropriate Sanctions](#). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on [Scientific Misconduct](#).

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the [Office of Equity and Diversity](#) or to the [Department of Public Safety](#). This is important for the safety of the whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. [The Center for Women and Men](#) provides 24/7 confidential support, and the [Sexual Assault Resource Center](#) describes reporting options and other resources.

SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the [American Language Institute](#), which sponsors courses and workshops specifically for international graduate students. [The Office of Disability Services and Programs](#) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, [USC Emergency Information](#) will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS 120 and is reachable at 213.740.0776 and ability@usc.edu.

Emergency Preparedness / Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. Please activate your course in Blackboard. We use Blackboard regularly in this class anyway, but the platform-based preparations will be crucial in an emergency. See [Blackboard at USC](#) for more information.

COURSE FORMAT

This course meets twice a week; sessions will be a combination of lecture and discussion. My presumption is that each day you will be prepared to that day's readings.

OFFICE HOURS

I will hold office hours after every class session in Ground Zero from 2-3:30. My email is bkshanno@usc.edu and my cell is 415.717.2782. I am also available by appointment in the case of conflicts. As you see in the assignments, I look forward to meeting with you during this time at least once before the midterm.

Matt Miller is our teaching assistant who can be reached at millermj@usc.edu or 650.575.7321. He will post his office hours information.

GRADING

Your grade will be determined by a combination of participation and the completion of written and oral assignments. A person who does not attend class regularly will fail notwithstanding the delivery of written assignments. Your grade will be calculated using the following table.

Minimum	Maximum	Grade
951	1000	A
901	950	A-
851	900	B+
801	850	B
751	800	B-
701	750	C+
651	700	C
601	651	C-
551	600	D
0	550	F

ASSIGNMENTS

Papers and reflections that are either not handed in before the Turnitin deadline or at the beginning of class are late and will be penalized; penalties increase the later the assignment becomes.

1. Examination

Sep 23 (150 pts)

The first examination covers the first portion of the class. It will consist of two short identifications and two essays focused on a combination of the readings and lectures.

2. Comparing Experiences, Contrasting Cities

Oct 26 (200 pts)

This assignment combines the personal with the analytical, and requires primary and secondary materials. The intent is to compare your current urban life with the life of someone close to you when they were your age. The full assignment is attached to this syllabus. [TURNITIN ASSIGNMENT]

3. Plan and Development Paper

Topic Nov 4 (5 pts), Paper Nov 30 (195 pts)

Critical analyze a private or public plan of a city, neighborhood, or real estate development. This paper relies even more heavily on primary and secondary materials as well as illustrative material. The full assignment is attached to this syllabus. [TURNITIN ASSIGNMENTS]

4. Final Exam

Dec 11 (250 pts)

The final includes identifications and two essays that cover lectures, discussions, and readings largely but not exclusively from the last ten or eleven weeks of class. A review sheet will be handed out prior to the exam.

5. Participation + Office Hour Visit

Throughout (140 pts) + no later than Sep 23 (10 pts)

Participation is evaluated by involvement in class interactions and in structured discussions around book and specific topics. I also want to meet with each of you for just ten minutes by the midterm. There are more than enough options on this [Doodle](#); I will make special arrangements only if you have a class immediately following ours.

6. In-class Group Activities

Throughout (50 pts)

We will periodically ask you to gather in groups to consider issues, draw plans, rethink readings, and present to the class.

PPD 417: History of Planning and Development
Class Schedule/Assignment Due Dates

Week 1	August 24	Village to Endless City
	August 26	Five Tensions: Authenticity/Standardization Growth/Decline Justice/Inequality Private/Public Real Estate/Planning
Week 2	August 31 Reading:	Modern Mercantile City: Venice (Growth/Decline) Ackroyd
	September 2 Reading:	London Growth Controls (1600s) (G/D, J/I, RE/P) Baer (1)
Week 3	September 7	LABOR DAY
	September 9 Reading:	Colonial Cities (G/D, RE/P) Baer (2) (read up to page 20)
Week 4	September 14 Reading:	Baroque Cities (A/S, P/P) Kostof (1)
	September 16 Reading:	Modern Cities, Growing Regions (G/D, J/I, RE/P) Sloane
Week 5	September 21 Reading:	Redesigning the City: Haussmann, Burnham (G/D, RE/P) Kostof (2); Smith
	September 23	Examination (150 pts) Last day for required office hour appt. (10 pts)
Week 6	September 28 Reading:	Good Streets (A/S, P/P) Hise, CH 1
	September 30 Reading:	Private Realms, Public Dangers (A/S, P/P) Olsen
Week 7	October 5 Reading:	The Minimum House (A/S, J/I, RE/P) Hickman and Berk; Hise, CH 2
	October 7 Reading:	Community Builders, Suburban Retreats (G/D, RE/P) Jacobs; Hise, CH 4
Week 8	October 12 Reading:	Children Spaces (A/S, P/P) Adams and Van Slyck; Hise, CH 5

	October 14 Reading:	Public Programs for Housing + Infrastructure (G/D, J/I) Von Hoffman; Goetz
Week 9	October 19 Reading:	Irvine and Master Planned Communities (A/S, G/D, RE/P) Forsyth; Hise, CH 6 (recommended, focus on Forsyth)
	October 21	No Class
Week 10	October 26 Reading:	Exploring a Plan (G/D, J/I, RE/D) LA Centers Plan
October 26		Compare and Contrast Paper due (200 pts)
	October 28 Reading:	Politics of Parks and Playgrounds (J/I, P/P, RE/P) Hise and Deverell
Week 11	November 2 Reading:	Good Rails (G/D, P/P) Schrag; Cherry
	November 4 Reading:	New Urbanism + Smart Growth (A/S, G/D, RE/P) Duany, Plater-Zyberk + Speck
November 4		Plan and Development Topic Due (5 pts)
Week 12	November 9 Reading:	Amusing the Millions (A/S, G/D, J/I) Longstreth
	November 11 Reading:	Authentic vs Disneyfication (A/S, G/D, RE/P) Zukin
Week 13	November 16 Reading:	Gentrification (A/S, G/D, J/I) Smith; Brown-Saracino
	November 18 Reading:	Planning for Decline (G/D, J/I, P/P) Ryan
Week 14	November 23 Reading:	Ecological City (G/D, J/I, RE/P) Meyer; Wilson et al
	November 26	THANKSGIVING
Week 15	November 30 Reading:	Networked Global Cities (A/S, G/D, P/P) No reading
November 30		Plan and Development Paper Due (195 pts)
	December 2 Reading:	Urban Futures (A/S, P/P, J/I) Loukaitou-Sideris and Ehrenfeucht
December 11		Final Examination, 11:00 AM to 1:00 PM (250 pts)

Readings

1. Ackroyd, Peter. 2009. *Venice: Pure City*: Chapter VII: The Living City: 101-119; 203-214.
2. Baer, William (Baer 1). 2007. Planning for Growth and Growth Controls in Early Modern Northern Europe: Pt 2: The Evolution of London's Practice, 1580-1680 *Town Planning Review* 78/3: 257-77.
3. Baer, William (Baer 2). William Penn: America's First Developer. *Lusk Review*: 91-98.
4. Kostof, Spiro (Kostof 1). *The City Shaped*. 1991: Baroque Elements, 230-240, 249-275.
5. Sloane, David. 2006. From Congestion to Sprawl: Planning and Health in Historical Context. *Journal of the American Planning Association* 72/1: 10-18.
6. Kostof, Spiro (Kostof 2). *The City Assembled*. 1992: Haussmannization, 266-279.
7. Smith, Carl. 2006. *The Plan of Chicago*, chapter 6: Reading the Plan.
8. Olsen, Donald J. 1986. *The City as a Work of Art: London, Paris, and Vienna*: The City as Home; The Building and the Dwelling; Inside the Dwelling, 89-131.
9. Hickman, Caroline Mesrobian, and Sally Lichtenstein Berk. 2010. Harry Wardman's Row House Development in Early 20th Century Washington. In, R. Longstreth, ed., *Housing Washington: Two Centuries of Residential Development and Planning in the National Capital Area*, 41-60.
10. Jacobs, James. 2010. Beyond Levittown: The Design and Marketing of Belair at Bowie, MD. In, R. Longstreth, ed., *Housing Washington*, 85-110.
11. Adams, Annmarie and Abby Van Slyck. 2004. Children's Spaces, *Encyclopedia of Children and Childhood: In History and Society*, edited by Paula Fass, Vol. 1: 187-194.
12. Von Hoffman, Alexander. "High Ambitions: Past and Future of American Low-income Housing Policy." *Housing Policy Debate* 7/3 (1996), pp. 423-446.
13. Goetz, Edward G. 2013. *New Deal Ruins: Race, Economic Justice, & Public Housing Policy*, 24-47.
14. Forsyth, Ann. 2005. *Reforming Suburbia: The Planning Communities of Irvine, Columbia, and the Woodlands*: The Irvine Ranch: 53-106.
15. LA Department of City Planning. 1970. *Concept Los Angeles*.
16. Hise, Greg, and William Deverell. 2000. *Eden by Design: The 1930 Olmsted-Bartholomew Plan for the Los Angeles Region*: Private Power, Public Space, 1-65.
17. Schrag, Zachary. 2006. *The Great Society Subway: A History of the Washington Metro*, 221-242.
18. Cherry, Nathan. *Grid/Street/Place: Essential Elements of Sustainable Urban Districts*, 6-13.
19. Duany, Andres, Elizabeth Plater-Zyberk, and Jeff Speck. 2000. *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*: How to Make a Town, 183-214.
20. Longstreth, Richard. *City Center to Regional Mall: Architecture, the Automobile, and Retailing in Los Angeles, 1920-1950*: Markets in the Meadows, 221-265.
21. Zukin, Sharon. 2010. *Naked City: The Death and Life of Authentic Urban Places*, 219-246.
22. Smith, Neil. http://www.enoughroomforspace.org/project_pages/view/198.
23. Brown-Saracino, Japonica. 2009. *A Neighborhood That Never Changes: Gentrification, Social Preservation, and the Search for Authenticity*, 80-104.
24. Ryan, Brent D. 2013. "Rightsizing Shrinking Cities: The Urban Design Dimension." In, M. Dewar and J. Manning Thomas, eds., *The City After Abandonment*, 268-288.
25. Meyer, William B. 2013. *The Environmental Advantages of Cities*, 37-56.
26. Wilson, Sacoby, Hutson, Malo, Mujahid, Mahasin. 2008. How Planning and Zoning Contribute to Inequitable Development. *Environmental Justice* 1.4, 211-216.
27. Loukaitou-Sideris, Anastasia, and Renia Ehrenfeucht. 2014 "This is My Front Yard!" Claims and Informal Property Rights on Sidewalks. In, V Mukhija and A Loukaitou-Sideris (eds), *The Informal American City: Beyond Taco Trucks and Informal Day Labor* (MIT Press): 97-117.

Assignment 1: Examination: The examination consists of following three sections:

Section 1: Answer **TWO** of four identifications. Each answer should be about two paragraphs (about one blue book page) that identify (what is it?) AND explain (why is important to planning and development history?) the importance of the person, event, or concept. This section should take no more than 30 minutes and constitutes **20%** of your grade.

Section 2: Answer **ONE** of two questions. This essay asks for a discussion of a specific issue raised during lectures and other readings. Consider fully the implications of the question. The answer should take about 30 minutes and constitutes **40%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

Section 3: Answer **ONE** of two questions. This essay question asks for a discussion of an issue raised during lectures and other readings. Consider fully the implications of the question. We are asking you to be synthetic, and relate multiple readings together (at least three readings). The answer should take about 60 minutes and constitutes **40%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

The key to succeeding on the final is straightforward – do the reading, come to class, discuss the issues raised in class, and talk to your peers about the class readings and lectures. The questions will test your understanding of the readings and lectures. If you are prepared, and have prepared throughout the semester, you should do fine.

Due Dates: September 23, in class. We will provide blue books.

Assignment 2: Comparing Experiences, Contrasting Cities: This assignment is intended to get you to think about the inter-relationship of private and public space, different scales of city living, and the evolution of urban/suburban life. The assignment has three parts, each of which plays a critical role in the success of the whole. The assignment is due in hard copy and through Turnitin, both by the beginning of class.

(1) Draw a map of a day-in-the-life of you in “your city.” By that we mean what is the physical space you inhabit on a regular basis? Some students had to visualize their neighborhood in PPD 245. This part of the assignment is similar, but not the same. Here, we are asking you to consider your routine places and the spaces they cover. You can use your current USC life, your life right before you came to USC and were still in high school, or another experience that you feel makes the assignment better.

(2) Interview someone at least 25 years older than you. I encourage you to talk to grandparents, great uncles and aunts, old family friends, and parents (depending on at what age they had you). Ask them to describe for you their day-in-the-life routine life at your age. Keep the notes from this interview, as you will turn them in with your assignment. We will discuss more in class, but be assured taking notes will ensure a better final product.

Draw a map of their lives that compares and contrasts with your map. Having two maps will allow you to make the comparisons more easily, and will illustrate the similarities and differences between the two lives. You could ask them to complete the cognitive map, or you can also ask them to verbally describe their lives, and then you can draw it. You might want to show them the completed map to see if they agree with it. Their map is not required for the assignment like yours is, but be assured the exercise is very helpful to you.

I encourage you to talk with someone who might have photographs or other illustrative material. Please note: they don’t have to have lived in LA or even the US at the time. Earlier papers have portrayed lives in Africa, Korea, Mexico, and Central America.

(3) Put the two stories together into a persuasive, thoughtful, insightful narrative, supplemented with historical and contemporary materials that illustrate the similarities and differences between the two lives. Did your family suburbanize between generations, and did that change the way you lived compared to your interviewee? What kind of house did they live in? Was it smaller, more focused on the outdoors, in a different type of neighborhood? You must use historical materials (this is still a research-based paper) relevant to your assignment and include them as sources to substantiate your comparisons.

The length of the paper is not very important, unless it gets too long (you don’t hear that too often, do you?). You might be able to do it well in 5 or 6 pages, depending on how you use your illustrative material, and how well you can analyze the two moments. How do the two cities where you lived compare and contrast? Look inside their house, yard, block, neighborhood, and larger city. How does the other life contrast with your life? While you need to base your analysis on good research, good historical materials. Use photographs, drawing, plans, and maps to illustrate the assignment. Integrate the illustrations into the body your paper, making sure you properly cite them and create captions for each illustration.

We will be looking for people who have been able to move beyond the superficiality of simply drawing movement through space. We are looking for papers that help the reader inhabit the space, smell the

family dinner, see the backyard, enjoy the park. Achieving this feel requires not just a sense for the poetics of space but the inclusion of historical research that supplements and analyzes what your private conversations have intimated. Get the hint yet? Your grade depends on how well you integrate your historical research to substantiate you and your interviewee's stories, as well as the ways you develop the lives through the map, interview and personal material.

Keep in mind:

1. You need to interview someone at least 25 years older than you.
2. They do not have to have lived in LA or California.
3. Prior to interviewing your person, do historical research on where they lived, the time period that they lived there. And, we are not suggesting a quick romp through Wikipedia, but getting out books from the library, checking scholarly articles from USC and other databases. Prepare, and your interview will be better.
4. Your interview is crucial since you are looking to compare/contrast their life to yours. The richer the material you get from them, the better your paper will be. The sooner you do, the better you can integrate it into the paper.
5. Keep the interview notes to hand in with your final paper and map(s).
6. When you start writing up the paper, keep in mind we are looking for how you describe the lives, but more importantly, how you analyze them using the primary and secondary sources.
7. Pay attention to the Sloane's writing hints after the assignments in the syllabus. They include issues that will help you get a better grade.

We will post some material on Blackboard under Assignments that will aid you in developing your project, and show you some maps from previous students in class. **Due: October 26.** 1 copy in class, 1 copy to Turnitin (lateness of either results in one point deduction until November 2, after that, each day late is 1/3 of a grade).

Assignment 3: Plan and Development Paper: Planners and developers use a wide range of materials and sources to create the city. You are required to critically analyze a plan.

(1) You need to find a plan. We mean find in the real sense – have it in your hand. You are not looking for a topic, but a PLAN. If you want to do something, like Disneyland, you need to find the original plan for Disneyland (not a book about the plan, not a photograph of the plan, not a discussion of the plan – the PLAN!). The plan must be at least 25 years old (no younger than 1987). The plan could be of a city, neighborhood, housing project, subdivision, shopping center, street, master planned community, or garden.

(2) Once you have the plan, you want to find out what people wrote and said about the plan. This part will require looking for academic and professional sources. You need information that will allow you to put your analysis of the plan into an historical context. If you have a great plan, but no one has ever written about it, the paper will be harder to do. Third, visit the place (if possible physically, if not virtually), and gather information about it. You might find maps and drawings, photographs and other materials. You should especially take photographs of the site.

Put together the various sources in a paper that analyzes the plan, its implementation (or not), any controversies, and what it looks like today (if it got built, or what is there if it didn't). The paper should examine the economic, social, and physical dimensions of the plan and its resulting development.

Your paper will draw upon primary and secondary sources. A primary source is a photograph, map, article or book published when the plan was being developed. The *Plan of Chicago* is a primary source, as is Vaux and Olmsted's Greensward plan submitted for the job to design New York's Central Park. VKC library holds a number of older plans; it is a good place to start your search. A secondary source is an article or book authored by a scholar or professional, such as the book on the *Plan of Chicago* by Carl Smith. Most of your sources will be from scholarly and professional journals, such as the *Journal of Planning History* and *Planning Magazine*, *Journal of Urban Economics*, and *Urban Land Magazine*.

The paper should be 2,500 to 3,000 words (that is roughly 7-12 pages). The paper should have one-inch margins, be double-spaced, in 12-pt. font, and be rigorously sourced. Along with writing, format matters and illustrative materials are important. Photographs, maps and plans can often tell your story in ways that nothing else can. As always, they must be properly cited (underneath the figures and not in the references list), and embedded within the body of the paper.

Historians tend to look at lots of books and articles, photographs and other materials, even though they don't necessarily read the entire item. Learning to skim material is a good skill for any professional. For the proper way to cite sources, see the writing suggestions appended to this syllabus. Plagiarism is a violation of professional and intellectual integrity. In this digital age, plagiarism has never been easier, so we have instituted several responses. Through Blackboard, we will use [Turnitin](#), a web site that checks papers for inappropriate use of materials.

By November 4, you must hand in a quality description of your topic demonstrating that you have identified and gotten possession of the plan (physically or digitally), that you understand the plan's historical context and can continue with a paper about it, as well as a proper reference list of two primary and secondary sources (minimum) to support your paper. If we are not satisfied with your submission, your paper will be penalized 5 points; and if you change your topic, your paper will be penalized 5 points (the equivalent of a half-grade). We will deduct 1 point if we ask for you to refine

Assignment 4: Final Examination: The examination consists of following three sections:

Section 1: Answer **THREE** of six identifications. Each answer should be about two paragraphs (about one blue book page) that identify (what is it?) AND explain (why is important to planning and development history?) the importance of the person, event, or concept. This section should take no more than 30 minutes and constitutes **25%** of your grade.

Section 2: Answer **ONE** of two questions. This essay asks for a discussion of a specific issue raised during lectures and other readings. Consider fully the implications of the question. The answer should take about 30 minutes and constitutes **25%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

Section 3: Answer **ONE** of two questions. This essay question asks for a discussion of an issue raised during lectures and other readings. Consider fully the implications of the question. We are asking you to be synthetic, and relate multiple readings together (at least three readings). The answer should take about 60 minutes and constitutes **50%** of your grade. Please write a persuasive essay that effectively uses material from the relevant readings/lectures.

The key to succeeding on the final is straightforward – do the reading, come to class, discuss the issues raised in class, and talk to your peers about the class readings and lectures. The questions will test your understanding of the readings and lectures. If you are prepared, and have prepared throughout the semester, you should do fine.

Due Dates: December 11, in class. We will provide blue books.

Assignments 5: Participation: Learning demands that you read, think, and articulate – the last aspect is partially covered in your participation grade. Throughout the semester, you will be given many opportunities to articulate your comprehension of the readings, consider issues through informal groups, and discuss the application of concepts to practice.

How does one “participate” in a class? The first lesson is that just talking is not the primary way to participate. The key is to help your classmates learn. That can occur in general class discussions of lectures and readings. Or, you could contribute by leading one of the informal discussions that will occur throughout the semester. Or, you could help peers outside of class. Or, you could attend office hours and talk with one of us after class about a pertinent issue. Or, you could see something on the internet or in a newspaper or from another class that you think might illuminate an idea that has come up in class, and you could send it to the class. In other words, just speaking in class does not equate to a high participation score.

Remember the meet-and-greet office hour appointment, too. NB: (1) this calendar allows only one selection, (2) we’ll find another time if you have a class immediately after ours, and (3) I won’t offer for-credit meetings after September 23. <http://doodle.com/yearysiddh4q9wy3>

Sloane's Hints for Writing Better Papers: Below are some ideas on how to improve your papers. *Make sure you reread them after you have written the paper but before you hand it in.*

1. The most important element of any paper is your ideas. Remember, I have read many of the articles and books upon which you are basing your research; don't simply summarize them. I am looking for how you interpret those reading, how you relate them to the topic, and how you create a new idea out of the ideas of others. **Critical thinking** is the basis of your paper. Don't accept your sources uncritically. Examine both sides of the issue you have researched. Then, conclude with your decision about the issue. Making a decision is difficult, but everyday you do it. Do it in your writing as well as your life.

2. **Citations** are essential because they represent the work that you have done to prepare the paper, and the way that you are integrating other ideas into your argument. **Sources need to be provided for every direct quote, non-public information, or idea.** Note that the citation comes before the sentence's period. Some students worry that they will over-cite; don't. Any doubts about how to cite a source or whether a citation, feel free to ask. In the body of the paper, provide the author's name, year and page number (Sloane, 1991, p. 191).

At the end of the paper, provide a bibliography in alphabetical order with a full citation for each source: author's name (alphabetically by author's *last* name), full book title, publishing information, and the page number.

3. Many students feel that **long quotes** prove they did the research, and the author must say it better than they could. Actually, most long quotes suggest that the student has only collected information, and not thought through the issues. The better you understand things, the more likely you are to use your own words, inserting small phrases from the quoted sources.

4. Papers and exams are evaluated for **organization** and **clarity**. A great topic supported by great sources will still fail to be a good paper if the paper wanders from idea to idea and sets ideas in unclear language. A well-organized exam flows from idea to idea with transitions tying the ideas together and to the central theme.

5. The **opening paragraph** can be dramatic or didactic, but it should not be a summary of events that will occur in the paper. The **conclusion** is more of a summary, but should extend the argument to a final, concluding point (which is why it is called a conclusion!).

6. **Paragraphs** are critical. They provide the reader with guideposts to your ideas. Poorly paragraphed papers confuse the reader because they suggest a poorly thought out paper. First sentences are particularly important since they introduce the new idea while tying that idea to previous paragraphs (creating a transition). Try to make them powerful stylistically.

7. "There were," "in order," "in addition," and "because" are weak ways to begin a paragraph (or any sentence). At times there are no obvious alternatives, but try to recognize the phrase and not use it too often. For instance, a more effective, powerful way to phrase that last sentence is: No alternative may be obvious, but recognizing the phrase will help you use it less.

8. For similar reasons, "in fact," "the fact that," and "on the other hand" (without first stating, "on the one hand") are expressly forbidden because they are the result of sloppy sentence structure and unclear conceptualization.

9. Sentences using the passive voice, such as, "It was necessary for the animals to be moved," are also forbidden. Make your sentences declarative, and give them agency. The more direct the language, typically the clearer the ideas.

10. Many students overuse **indefinite pronouns**. Indefinite pronouns are a quick, efficient manner of moving through an idea without constantly repeating a long phrase. **They** must be clearly connected to what has come before. If the indefinite pronoun is not clearly connected, **it** will confuse the reader and lessen the impact of the author's paper.

11. "The decade of the 1970s **witnessed** a significant change in the status of the human rights movement." I know that this style is quite common, but a decade (an inanimate object) cannot see or witness anything. Objects don't see, feel, hear, emote, or do any of the other crazy things humans and animals do, so let's not blame them.

12. Some of the scribbling you will find on virtually all papers:

page #s: Never turn in a paper that (1) does not have its pages numbered, (2) does not cite its sources, (3) has not been spell checked, and (4) you have not reread at least once after printing the final draft.

≠: Elements do not have parallel construction; one is singular and one is plural.

¶: Somewhere around here the paper requires a new paragraph. Long paragraphs are often a symptom of loose organization and faulty thinking.

Style: Signifies a place where the sentence does not flow smoothly, the grammar is incorrect, or the idea does not follow logically.

sp?: I am not a great speller. If I can use a spell checker, anybody can, and all of you should.

yikes: I have read something that confuses me, confounds me, or surprises me. Reread the paragraph and tell me what you think.

word: Signifies a word I feel is used inappropriately.

timing: The historical timing of the topic is unclear; usually means that I worry that the sentence is using data from one period to provide evidence in another.

tense: The paper has not set a consistent tense or is using the incorrect tense.

good: Yes, actually sometimes I tell students when they have done something well. I don't write enough positive remarks because I focus on improving your faults. However, most students are good writers, let me say that for all to read.

Hints: I am referring to this list of suggestions – and expecting you to do better next time.

13. **REREAD** your paper prior to handing it in. You would rather find the mistakes than have us find them, right?